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ABSTRACT

To assist the early development of children in a poorly educated, rural four-county area of North Carolina, the Early Childhood Library Project trained parents and babysitters to teach preschool children by using educational games and materials supplied by the library. Equipment was purchased and made available to the community, story hours were established, and systematic transportation provided to and from weekly library group activities. Evaluative testing was conducted. This report lists the objectives of the program, actions taken, problems encountered, and corrections planned. An orientation booklet for parents of preschool children is included. (EMH)

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Interim Report

EARLY CHILDHOOD CREATIVE LIBRARY

Project Number LOO 93JA
Grant Number OEG-O-74-7301

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August, 1975

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ABSTRACT

Only ten percent of the pre-school children in the rural four-county area served by the Northwestern Regional Library System are involved in pre-school programs. Others stay with their parents, other relatives, or babysitters, the majority of whom had no formal training in early childhood development. Only one father in five in the region has as much as a high school education. Many children are starting to school with a heavy disadvantage.

The Early Childhood Creative Library Project was begun in an effort to relieve this situation by supplying educational toys and training for parents through the public library system. A library of educational equipment has been purchased and made available for distribution to parents, babysitters and pre-school programs. Story Hours have been set up and a system of transportation developed for bringing all children who are left out of other programs into weekly group activity.

Visits to the homes of these children are made by trained teachers who show the parents and sitters how to use the educational materials. Book-mobile routes have been expanded to take materials to children who are too far away from the library for group activity. Educational toys are distributed to all pre-school programs in need of assistance.

A system of testing the development of the children has been set up through the cooperation of nearby universities in order to track special needs.

Interim Report

Project No. LOO 93JA

Grant No. OEG-0-74-7301

EARLY CHILDHOOD CREATIVE LIBRARY

Barbara East

Yadkin Valley Economic Development District, Inc.

Boonville, North Carolina

August, 1975

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education
Office of Libraries and Learning Resources

SUMMARY

Recognizing the need for educational assistance to those families whose children are left out of pre-school programs, the Yadkin Valley Economic Development District, Inc. and the Northwestern Regional Library System created the Early Childhood Creative Library Project to help to fill the educational gap.

The area served has one of the lowest educational levels and one of the lowest income levels in the nation. These handicaps are combined with geographic isolation imposed by mountainous regions and the lack of any four-year college in the four rural counties served.

The goal is to train parents and babysitters in teaching their children at home through the use of educational toys and materials from the library and to strengthen all pre-school programs in the area through improved library service to meet their specific needs.

The first action toward achieving these goals was to set up an Advisory Council of professionals in the field of Early Childhood Education and of parents and babysitters to advise the project team in its work. This council helped in making a survey of needs based on existing service and materials available.

The co-ordinator chosen for the project was a graduate in the field of Early Childhood Education. A capable secretary was employed to assist in the paper work required. Three members of Project OWE, a federally funded project of the library, were shifted to give some assistance to the co-ordinator, along with the use of their van.

Selection of educational toys was carefully done, order placed and the materials processed and made ready for distribution, taking a period of several months for completion. The donation of $5,000 from Head Start added considerably to this initial order. A catalogue of all of this material was printed and a system of distribution set up. For the use of parents and babysitters a basic booklet of suggestions for home training was printed.

Locating the left out children proved to be a problem, for some of the children had simply not been listed with any agency. Through the cooperation of all pre-school programs and the lists of the public school system and the Community Action Programs, a total of 215 children were enlisted, with some degree of interest on the part of the parents.

Before initiating visits into these homes on a regular basis, the way was prepared by a series of workshops. A total of 16 workshops were held in various parts of the region to prepare parents for what to expect, to train library staff in working with pre-school children, and to train the team staff in the art of home instruction and the conducting of group activities.

In order to provide group experiences for these children, routes were set up for the library van to "round up" children and bring them to the library each week, building a close relationship to the library in all of the action of the project. For most of these children, it was the first visit to the library, and for many, the first contact anyone in the family had experienced.

The beginnings of routes to distribute toys and books to all pre-school programs in the area were set up. The plan calls for some kind of vehicle that can be used for delivery on a regular basis.

In order to enrich library service in the more remote sections of the region, bookmobile distribution of materials was set up and the bookmobile librarians trained in the use of the educational items.

During this first year of operation Story Hours have been set up in 5 locations, with 90 children attending. Each of these children is visited in his home on a regular basis, with instruction of the parent or babysitter in the use of a specific educational toy and in the skill the child should gain. a hundred children check out toys and books on the regular bookmobile routes, with follow-up visits made into the homes on a monthly basis. Regular visitation has been set up in 15 homes of babysitters who care for a total of 25 children. Many more visits are needed, but more workers would be required.

In order to test the progress made by the children in the project, a system of evaluation was set up with Miss Marian Ricks, chairman of the Early Childhood Library Specialist Program at North Carolina Central University in charge. During this first year of operation she set up two visits on the field, in March and in May. Working with children in two widely separated communities, she used the "Tests of Basic Experiences," (TOBE), General Concepts (Level K), published by McGraw-Hill. She noted definite progress, but felt that the testing must be done at wider intervals and with less interference from home activities and other children.

The goal of creating an image of the public library as a vital part of the team for giving pre-school children a good start in life depends in large measure on a strong public relations program of the library. Several different brochures about the project were widely distributed, special bookmarks were placed in all the libraries and on the bookmobile routes, and a campaign of radio and newspaper publicity about the project was conducted. The chief problem with the publicity was that the parents we most wanted to inform were often not reached.

The first year of operation has given definite proof that the goals of the project are feasible and desirable in making the public library an undergirding force in the education of pre-school children.

AN ANALYSIS OF ACTION

I. GENERAL PURPOSE OF THE PROJECT

To test and demonstrate the utilization of public libraries to improve and expand services to pre-school children.

1. To train parents and babysitters of 200 children who are left out of Kindergarten, Head Start and Day Care Programs.

2. To improve the immediate development and achievement of these pre-school children who are left out.

3. To expand library services by the addition of educational toys and materials to offer to all pre-school programs.

II. ACCOMPLISHMENTS TOWARD ACHIEVING THE PURPOSE OF THE PROJECT

Summary of Objectives Achieved

1. To set up an effective Advisory Council of professionals in the field of Early Childhood Education and of parents and babysitters to advise the project team in its work.

2. To purchase a supply of educational toys and materials to be used in the achievement of the purpose of the project.

3. To locate the children who are left out of Kindergarten, Head Start and Day Care Programs.

4. To catalogue all of the toys and materials and set up a system of distribution.

5. To set up a plan of co-operative budgeting with other pre-school agencies in order to avoid duplication and to get the most use out of each item.

6. To conduct four workshops for training library staff and workers in other agencies in the use of the toys and materials and to explain the plan of the project.

7. To conduct four workshops for parents and sitters to introduce them to the purposes of the project.

8. To provide some group experiences outside the home for the children in the project by picking them up by library van, taking them to the nearest library for a Story Hour and returning them to their homes.

9. To set up a plan of evaluation to see whether the children in the project grow and develop in their skills and achievements more rapidly than they would without this service.

10. To create an image of the public library as a vital part of the team for giving pre-school children a good start in life.

III. PROGRESS REPORT ON ACHIEVEMENT OF OBJECTIVES

1. Objective: To set up an effective Advisory Council of professionals in the field of Early Childhood Education and of parents and baby-sitters to advise the project team in its work.

Action:

(1) Representatives of the following agencies agreed to serve on the Advisory Council:

Head Start Regional Director
Chairman, Surry County Child Development Program
Supervisor Elkin Elementary Schools
Director of the Early Childhood Library Specialist Program at North Carolina Central University
Representative of the American Library Association, Chicago
Assistant State Librarian, Raleigh
Consultant, Children's Services, State Library, Raleigh
Director, Retired Senior Volunteer Program
Chairman, Early Childhood Education Department, Appalachian State University
Director, Stokes County Child Development Program
Director, Davie County Child Development Program
Director, Home Visitor Program, Northwest Child Development
Davie County Librarian
Supervisor Elementary Education, Yadkin County
Director, Yadkin Valley Economic Development District
Regional Librarian

(2) The council was organized with Kathleen Gilleland, Regional Librarian, as chairman, and Barbara Barker of the project staff as secretary.

(3) Meetings were scheduled for once every two months in either the Elkin or the Pilot Mountain Library.

(4) Communication among members was by sending copies of the minutes to each immediately following the meetings and by sending copies of the agenda just before each meeting. Copies of all brochures, printed materials and newspaper clippings were distributed at each meeting.

(5) Most of the first year was spent in informing the council about the purpose of the project and the progress being made.

Problems:

(1) Attendance was inconsistent, but some have long distances to travel and believe that they can advise without attending every meeting.

3 people attended all 7 meetings
1 person attended 6 meetings
3 people attended 6 meetings
9 people attended 2 meetings
18 people attended 1 meeting (many of these were parents who had not agreed to serve, but came to observe)
34 people have attended at various times

(2) Council members need to observe the project in action.

(3) No parents or babysitters have agreed to serve.

(4) The Advisory Council seemed to think of themselves as simply being informed about the project rather than having an important input.

Planned Correction:

(1) To ask the project team to work toward finding representatives of parents and sitters who would serve.

(2) To let the council elect its own chairman, from those not on the library staff or project team.

(3) To ask the council to advise more and help in the planning of future action.

2. Objective: To purchase a supply of educational materials and toys to be used in the achievement of the purpose of the project.

Action:

(1) Catalogues from the major suppliers of toys and educational materials were studied.

(2) Materials in use in existing projects were examined in detail.

Early Childhood Project at North Carolina Central University
Durham Public Library's Neighborhood Project
PLACE project in Winston-Salem
Head Start equipment
Northwest Child Development Centers

(3) Orders were made out and let out for bids.

Problems:

(1) The letting out of bids caused considerable delay.

(2) Toys are so expensive that the total purchase seemed totally inadequate to meet the needs.

(3) Some materials had too many small pieces to keep up with.

Planned Correction:

(1) Arrangements were made for placing duplicate orders without having to let out bids.

(2) Additional funds were sought for toys and materials.

(3) The Northwestern Regional Library bought $3,000 worth of easy and picture books to relieve the project of having to spend money for books.

(4) Local sources of toys were examined, the price found to be cheaper in some cases, and orders placed for these to be made especially for the project.

3. Objective: To locate the children who are left out of all Kindergarten, Head Start and Day Care Programs.

Action:

(1) Lists compiled by other agencies were examined, noting those left out and the names of younger brothers and sisters.

(a) Kindergartens. In North Carolina there is no universal kindergarten in the public schools. Names are drawn by lot for inclusion in the classes, leaving out an average of more than a third of those eligible.

(b) Head Starts. Though the age limit has been lowered to reach children as young as three, not all children are reached through this process.

(c) Welfare Department. This agency makes an effort to serve pre-school children of parents on welfare. These parents sometimes do not have the interest to get their children into pre-school programs, and are left out by default.

(d) Child Development Centers. These centers are required to serve only low income families. For our purposes, any child is deprived who is left out of existing programs, regardless of income. These centers have waiting lists. The centers are happy for these children to be served.

(e) Public Schools. Many schools keep records of all families, including younger brothers and sisters.

(f) Community Action Programs. Staff members of this agency had

made so many contacts with the low income families that they could often simply name the families with younger children, who the sitters were, and other vital information.

(2) The public was asked to help in the "Child Hunt",

By radio
By newspaper articles
Through PTA and Extension Homemakers
Through distribution of printed materials

Problems:

(1) The parents who need the help the most are often not interested and do not want their children even on a list,

(2) Many parents do not read the newspaper, and sometimes read only very poorly, so do not know of services offered to their children.

(3) Many parents do not want their children in any organized program until first grade because they have a family sitter and a convenient system to their own liking,

(4) Head Start now includes children as young as three. As there are vacancies, Head Start keeps on adding children, so the list keeps changing as children enter other programs,

(5) Parents take children in and out of programs as their financial position changes. When a parent loses a job, the child is usually taken out of all programs,

Planned Correction:

(1) In needy areas door to door searches were conducted, sometimes showing that pre-school children were in such places as housing projects designated for the elderly,

(2) Bookmobile librarians were asked to inquire along all of their routes,

(3) A campaign of public education about the needs of early childhood training in the home was worked out,

(4) Mental Health Departments, doctors, dentists and church groups were asked to help through the distribution of brochures,

4. Objective: To datalogue all of the toys and educational materials and set up a system of distribution.

Action:

(1) A records system was established,

(a) All items were clearly labeled as to funding source,

(b) Each item was given a number.

(c) A master file of all materials was set up in the card catalogue of the Northwestern Regional Library.

(d) A blue card file with one card per item was set up, stating the place where each item was in use.

(e) A date due card for use of the borrower was added.

(f) One white card per item was placed in a pocket for check out from branches and bookmobiles.

(2) Rules for eligibility of pre-school children to check out materials were set up.

(a) All Head Start and Home Start teachers were allowed to check out materials.

(b) All Child Development teachers were allowed to check out materials.

(c) Parents and babysitters of pre-school children who are in the project are allowed to check out materials.

(d) Other loans to special groups are made on the discretion of the project director.

(3) Rules concerning the length of loans were established.

(a) Filmstrips and projectors for one week only, and cannot be checked out from bookmobiles.

(b) Large unit toys and kits for one month only.

(c) Materials distributed by bookmobile will be due the next time the bookmobile makes its stop.

(d) For children on the Round Ups, the loan will be for the length of time between Story Hour Round Ups.

(e) For library branch loans, the time is three weeks, on the same schedule as the check out of books.

Problems:

(1) There were not enough toys and materials for all of the branches, bookmobiles and visits.

(2) Housing of the equipment at the regional library requires going up several long flights of stairs, making loading an arduous task at times.

(3) Some libraries have absolutely no space to shelve more materials.

(4) Vehicles used in the project are limited in space for carrying enough materials for distribution.

(5) The space on bookmobiles is already taken by books.

Planned Correction:

(1) A catalogue of all materials was made for wide distribution, including an explanation of the rules for borrowing.

(2) A search was begun for a vehicle like a bookmobile that could be large enough to house the toys and leave them on the shelves of the vehicle without all the transferring up and down stairs.

5. Objective: To set up a plan of cooperative budgeting with other pre-school agencies in order to avoid duplication and to get the most use out of each item.

Action:

(1) A survey of existing equipment was made.

(2) A study of funding sources for the existing equipment was made.

(3) Mutual loan policies were discussed with heads of agencies.

(4) The sum of $5,000 was granted to the project by Head Start in exchange for the use of equipment.

(5) Help from staff, vehicles and equipment of Project OWE of the Northwestern Regional Library was worked out.

Problems:

(1) Most agencies are very possessive of their equipment.

(2) Agency heads do not meet together often enough to feel a unity in reaching common goals.

(3)Some agencies are not allowed by their funding sources to lend anything to other groups.

(4) Some items are so expensive that there is fear of damage and the problem of repairs.

Planned Correction:

(1) Careful training on the part of users of the materials was planned, with some sessions on the operation of audio-visual equipment.

(2) A move was made to strengthen all cooperative organizations

such as the Surry County Kindergarten and Day Care Association in order to build confidence in working together.

6. Objective: To conduct four workshops for training library staff and workers of other agencies in the use of the materials and plans of the project.

Action:

(1) People were selected for orientation in the project.

(a) Bookmobile librarians who would be distributing materials.

(b) Librarians in the individual libraries who would be dealing with the parents and in whose libraries the Story Hour Round Ups would be held.

(c) The staff of Project OWE, which was pooling its efforts with this project.

(d) Heads of other agencies were notified of the workshops.

(2) Arrangements were made for workers to be free from other duties in order to attend.

(3) The workshops were conducted in two-hour sessions in each of the four counties.

(a) The movie, "Reading Is the Family", was shown to give an overall concept of the importance of training in the home.

(b) The purpose of the project was explained.

(c) The system to be used in checking out materials was explained and written copies distributed.

(d) Toys and materials were displayed and their use demonstrated in a "hands on" session.

(e) A list of learning objectives for pre-school children was distributed and discussed, linking a particular toy with a particular learning objective.

Problems:

(1) Some librarians felt inadequate to determine age level for toys and the specific learning objective it involved. "We are not trained as teachers," they said.

(2) Some librarians feared the amount of time it would take to add this activity to their other duties.

(3) There still seemed to be some confusion about details.

Planned Correction:

(1) Every detail was written down and distributed.

(2) The project staff members made plans to work directly with the librarians until they felt at ease with the materials.

(3) Plans were made for further workshops on the principles of early childhood training.

7. Objective: To conduct four workshops for parents and sitters to introduce them to the project.

Action:

(1) Parents and sitters were personally invited.

(2) Librarians where the meetings were held were notified.

(3) The same program as for the librarians and other agencies was conducted.

Problems:

(1) Attendance was sometimes disappointing. Many parents do not attend night meetings after working all day. Most of them worked and could not attend a day meeting.

(2) Other agencies also have similar workshops, so some parents felt they had done enough.

(a) Head Start does extensive work with parents, both with home visits and with parents' meetings, complete with door prizes and refreshments.

(b) Day Care Centers have a Home Visitor Project.

Planned Correction:

(1) Meetings were dovetailed with other existing meetings.

(a) One session was held with the Surry County Kindergarten and Day Care Association at its regular meeting.

(b) One meeting was held with the regular Head Start Parent Day.

(c) One meeting was held with the Surry County Child Development Association at its regular meeting between staff and parents.

(2) A booklet for the instruction of parents in the training

of pre-school children in the home was printed for use in the visits.

(3) Intensive door to door training in the homes was planned.

8. Objective: To provide some group experiences for the children in the project by picking them up by library van, taking them to the nearest library for a Story Hour, and returning them to their homes, using the name "Round Up" for this activity.

Action:

(1) Project OWE gave its staff and vehicle for the Round Ups.

(2) Printed schedules of the Round Ups were given to the parents.

(3) Arrangements were made with the librarians for the needed space and the extra attention on the part of staff in helping these small children check out books.

(4) Parents and sitters were invited to observe in order to understand what their children would be doing.

(5) Places to cover in the Round Ups were determined on the basis of concentration of homes near a logical meeting place.

(6) Trial runs were made to check the time involved in the Round Ups.

Problems:

(1) In some of the libraries the librarians simply brought a box of pre-school books to the children to check out instead of allowing them to make their own choices from the main library and begin early to feel at home there.

(2) The popularity and success of the Story Hours made it impossible to take care of all who wanted to come. Children would see the colorful van go by their houses and want to come along.

(3) Children who were in the program of another agency that lasted only three hours wanted to come because they were back at home by this time.

(4) Discipline was a problem for children who had not taken part in group activity before.

(5) There was fear on the part of some parents for the safety of such small children on a van.

(6) Some parents feared that their children would damage books and did not want to be held responsible.

(7) Some parents would not have their children ready when the van arrived and some were not at home when the van returned.

Planned Correction:

(1) All Round Ups included time in the main library for selecting and checking out books from the general collection and emphasis was placed on having librarians make them feel welcome and at home.

(2) Parents who could bring their own children to the Story Hours were invited to do so.

(3) For the safety of the children, two workers were always on duty on the van to help with seating and with closing doors.

(4) Special preparation for the van trips were made in the training of the children in the homes.

(5) Overdue and damage charges were not made to parents with children in the project.

(6) Written schedules were carefully discussed with parents to encourage promptness in getting children to the van.

9. Objective: To set up a plan of evaluation with pre-testing and post-testing to see whether the children in the project grow and develop in their skills and achievements more rapidly than they would without this service.

Action:

(1) Miss Miriam Ricks, Director of the Early Childhood Library Specialist Program at North Carolina Central University, who is a member of the Advisory Council, was asked to direct this effort, which could be dovetailed with some of her teaching.

(2) Groups were selected for testing, since it was not possible to test all of the children.

(3) "Tests of Basic Experiences" (TOBE), General Concepts (Level K) published by McGraw-Hill was selected as the system of testing.

(4) Both pre-testing and post-testing were conducted and a written report of the process and results prepared by Miss Ricks.

Problems:

(1) Some public school teachers objected to the testing because they have a program of screen testing all children before they enter kindergarten, using the same test.

(2)Some parents and sitters resisted the testing.

(3) Some parents and sitters said that they were not aware that

testing would be done.

(4) There were often distractions in the homes by other children, it was terribly hot and uncomfortable in some places.

(5) The testing times were too close together for real evaluation (three months apart)

Planned Corrections: (Condensed from the more complete report prepared by Miss Ricks.)

(1) Bring parents and sitters to a more definite commitment to the project, more in the form of a contract, calling for definite support and cooperation, remaining in the room where all home visits are taking place.

(2) Plan for a better system of informing parents and sitters about the testing and demonstrate what will be done so that they do not feel threatened in any way.

(3) Make greater use of the project booklets with the suggestions for training and refer to them often on the home visits.

(4) Use toy evaluation forms to assess the child's response to each piece of equipment and his achievement of a specific learning skill.

(5) Set up separate testing places away from other children and the noises of meal preparation or other home activities.

(6) Confer closely with school teachers about the testing so they do not feel encroached upon. (The teachers who objected were appeased when they learned that the testing was not in the area served by their schools.)

10. Objective: To create an image of the public library as a vital part of the team for giving pre-school children a fair start in life.

Action:

(1) Project staff and librarians who were eligible joined the existing Kindergarten and Day Care Associations and became active in the meetings.

(2) Radio interviews with people in the educational field stressed the role of the library in early childhood development.

(3) A booklet called "We're on the Same Team, Shooting for the Same Goals" listed the services offered especially to schools.

(4) A brochure listing professional books in the field of education was distributed to schools.

(5) The movie, "Make Way for Children", giving a glimpse of the activities of public librarians on behalf of small children, was boosted for showing in clubs, PTA, Home Extension Clubs.

(6) The movie, "Reading Is the Family", which was used in the workshops, was placed in various branch libraries for wider use.

(7) A special effort to stay in close contact with the school programs was made.

Problems:

(1) Some teachers do not like for any other agency to enter into the educational picture.

(2) In our rural area there is a problem of making the library visible at all, for about three-fourths of the adults have never used a public library and would not know what services it offered.

(3) The government does not list libraries as educational agencies, but groups it under "Cultural Resources", which is a frightening term to many of our people.

(4) Many county and town commissioners in our area have only a high school education or much less, and have never considered public libraries to be more than a "Luxury for the Leisured Class."

Planned Correction:

(1) to make ourselves so useful that no one can turn us down.

(2) To keep up publicity to let it be known that we are at work in pre-school education.

(3) To set up booths at the county fairs to show the pre-school work of the project and to distribute brochures and bookmarks informing the public about it.

(4) To set up displays of appropriate toys for parents to give at Christmas from the samples of educational materials in the project.

(5) To help the Friends of the Library to set up a banquet for all town and county commissioners to inform them about library services.

(6) To print a special brochure for commissioners about library services.

(7) To prepare a filmstrip about the project and make copies available for distribution.

(8) To prepare a filmstrip on the services of each library for showing on the home visits.

IV. MOBILIZATION OF RESOURCES

A. In order for the project to achieve any success, the resources of other related programs and agencies had to be secured. Many hours of time and travel were contributed by members of the Advisory Committee. The following are the major "direct" resources contributed to the project:

Northwestern Regional Library		Value
1-Supervision of Project	(350+ manhours)	$2,500+
2-Project Public Relations	(350+ ")	$2,000+
3-Clerical Assistance	(350+ ")	$1,000+
4-Project OWE Staff	(1,248 ")	$1,400+
5-Creative Materials for libraries		$3,700
6-Space for Materials and Staff		(?)
7-Vehicle (Van) for transportation		$600+
8-Staff Training		(?)

Yadkin Valley Head Start Program

-Grant for Creative Materials $5,000

Yadkin Valley Manpower Program
(Comprehensive Employment and Training Act)

3 Head Start Home Based Teachers $9,000+

B. In developing plans for the second year of the project, it is hoped to expand the securement of other resources, especially from the local Manpower program for Home Visitors to work with parents and babysitters and for a driver for a vehicle to be used to improve distribution of project materials.

V. BRIEF SUMMARY OF PROJECT ACTIVITIES

A. Clients

Number of children participating	215
Number of parents participating	28

B. Materials

Number of toys distributed	1164
Number of books circulated	1150
Number of filmstrips circulated	150
Number of recordings circulated	50

C. Trainings

Number of workers attending workshops	125
Number of workshops conducted	16

D. Supportive Services

Number of children given transportation to the library regularly	100
Number of children in project served by bookmobile	90
Number of homes visited regularly	25

E. Operations

Number of months project operated this year after buying toys and setting up system	5
Number of full time employees	1
Number of part time employees	1
Number of Project OWE staff helping	3
Number of agencies involved	12
Number of miles traveled by project staff members	6000

F. Finances

Total expended for first year	$21,015.00
Total cost of educational materials	$12,014.35

G. Advisory Committee

Number of meetings	5
Number of members (not all were regular)	34
Number of Parent Representatives (not regular)	10
Number of LEA Representatives	2
Number of Child Development Program Representatives	5

CONTRIBUTION OF REGIONAL LIBRARY TO THE PROJECT

MANHOURS

Regional Director	350
Public Relations Director	350
Press Secretary	350
Three OWE Workers	1,248
	TOTAL 2,298

MATERIALS BOUGHT

Easy Books	$1,000
Films for Children	$1,200
Children's Records	$300
Cassettes and filmstrips	$1,200
	TOTAL $3,700

OFFICE SPACE PROVIDED

USE OF OWE VAN

APPENDIX

Play is Work, Too

A Booklet of Ideas and Learning Experiences

for

Parents of Preschool Children

This booklet was compiled by Alison Lewis for use by parents and babysitters with their preschool children in conjunction with

the

Early Childhood Creative Library Project

Funds for this Project

were granted by the

U.S. OFFICE OF EDUCATION, LIBRARY RESEARCH AND DEMONSTRATION BRANCH

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Yadkin Valley Economic Development District, Inc.

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The Northwestern Regional Library
111 North Front Street
Elkin, North Carolina 28621

WHO IS YOUR CHILD?

Your child is different from all other children. No one else looks like him, acts like him, thinks like him. There is only one of him, and he is going to have to make his own way in life.

But your child is also the same as other children. Like them, he needs love and care and help to find the way. Both you and the school have a big part in this, but how much the school can do depends a lot on how much you do.

Your child is a very young person with a mind that is growing. He is open to all kinds of ideas. He counts on you . . and the school as well . . to show him many of these. IDEAS GROW ON IDEAS, and they are the start of learning.

You can help your child when you:

* Answer his questions, or try to. (Even if he asks "What do clouds eat?")
* Listen to him. He may be telling you the biggest thing of his day.
* Ask him about things. He learns to think by thinking.
* Help him to talk clearly, not to mumble or point or shout when he wants something or wants to tell you something.
* Let him know that he can talk to you about ANYTHING, and that you really care what he is saying.
* Enjoy talking with him. He learns to listen to another person.
* Encourage his active play. He is developing physical skills.

(taken from THE FIRST BIG STEP) - *Used by Permission of the National School Public Relations Association.*

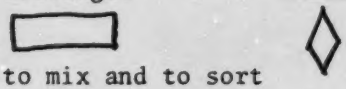
A child's parents are his first and most important teachers. You can work with your child and help him learn all kinds of things from everyday life. It might take a little more patience and effort on your part, but the fun and learning is certainly worth it.

Life is not broken into "science" and "math" and "English" -- a child's first learning is all of these things. Every time he learns a new word, it's "English" or "vocabulary" and science is just finding out about the world.

Children need to use all five senses to find out about the world they live in. Feeling, hearing, seeing, tasting, and touching -- this is the way children satisfy their curiosity. Before they start school, children need to know a little about:

SHAPES square circle triangle

rectangle diamond



COLORS to mix and to sort

NUMBERS to count and to group

DIFFERENCES IN:

size: big and little and in between

length: ----short and ----------long and in between

weight: heavy and light and in between

temperature: hot and cold and in between

texture: rough and smooth and in between

amount: more and less and the same

space: above and below and beside

time: before and after, now and later

direction: left and right, here and there

Just to name a few - can you name more?

animals and plants and growing things
weather and seasons and changing things
music and rhythm and movement
letters and words and reading

They also need to develop their muscles and learn to do things for themselves. Children learn best by seeing AND doing, and this book gives YOU some ideas about having fun doing and learning with your child at home.

WHY MUSIC IS IMPORTANT TO YOUR CHILD

To learn to appreciate the musical expression of others and to learn to express himself in music are skills most valuable to your child. In listening to music he learns what others are trying to communicate to him, emotionally, even before he is able to talk. In listening he also learns to tell one kind of sound from others happening around it. This skill is vital in musical and "non-musical" activities such as crossing a street.

As your child learns to sing, dance and play musical instruments he acquires control of his breathing, the ability to coordinate the rhythms of his activities and the confidence that comes with learning to "carry" a tune.

Your child wants to learn to do the things that you do. So the best way you can help him learn to listen is for you to listen to all types of music on the radio or stereo while you are with him. Even listen to types of music that you don't like. The more types of music (classical, country, jazz, gospel, rock'n roll, nursery rhymes, etc.) that he hears, the richer will be his understanding of harmonies, how sounds blend with other sounds.

Another way you can help your child grow musically is to encourage him to feel rhythms. Running, walking, ironing, hammering and sweeping are all good ways to discover rhythms. Also pot tops, pans and spoons, milk cartons filled with beans and anything you or he can think of, make excellent rhythm instruments to be used during limited hours when you can take

the noise. If he is very obviously trying to just make noise, it is probably to get attention. Just sing and stamp with him and he'll soon be singing more than stamping.

He learns to sing best by your singing with him and listening when he wants to sing a song for you, no matter how awkward it may sound. Any song that he makes up is worth ten he's heard before. Listen to it. Enjoy music yourself and your child will enjoy himself with music.

Here are the words to a popular and useful children's song that is used in storyhours. It is by Woodie Guthrie and if you don't know the tune, invent one.

PICK IT UP

Dropped my (gum) Pick it up. Pick it up.
Dropped my (gum) Pick it up. Pick it up.
Dropped my (gum) Pick it up. Pick it up.
And (throw it in the basket)

Dropped my (you fill in this verse) Pick it up. Pick it up
Dropped my (you fill in) Pick it up. Pick it up.
Dropped my (you fill in) Pick it up. Pick it up.
And (you decide what to do with it)

Stoop to pick up whatever you have dropped each time you sing "Pick it up."

CIRCLE GAMES

You can play many simple games with your child using circles, and he can learn many things from these games.

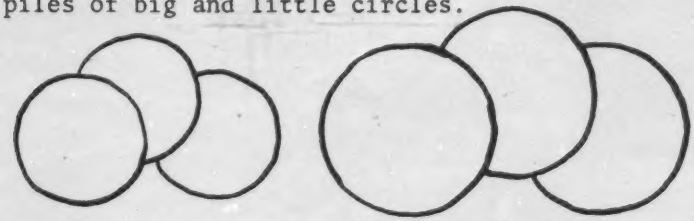
Make circle shapes in 3 or more sizes and cut them out of different colors of heavy construction paper. The easiest way to make circle shapes is to trace different sizes of bottles or can lids.

Your child can sort these circles according to color and count them:

3 blue circles
5 yellow circles
4 red circles, etc.

or he can sort them by size in a row from small to large:

or in piles of big and little circles.



ALWAYS talk with your child about the colors, sizes, number and different shapes. How are circles different from a square? a triangle?

To store your circles:

You can cut a special slit in a plastic can lid or box top and use the can or box to put away the circles until it is time to play with them again.

THIS IS THE CIRCLE THAT IS MY HEAD

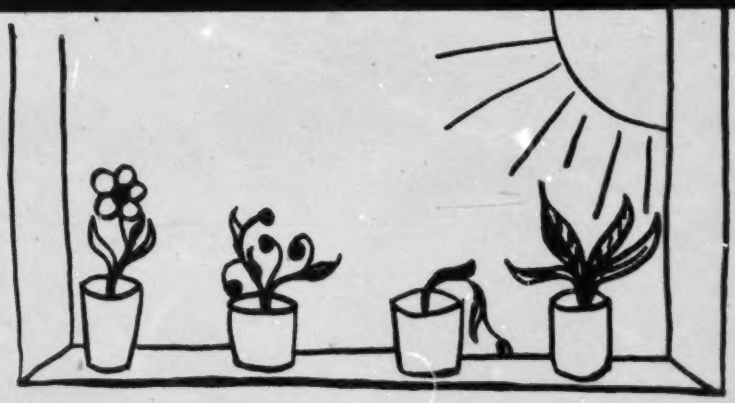
This is the circle that is my head
(Raise your arms above your head to make a big circle)
This is my mouth with which words are said.
(Point to your mouth)
These are my eyes with which I see.
(Point to your eyes)
This is my nose that's part of me.
(Point to your nose)
This is the hair that grows on my head.
(Point to your hair)
This is my hat all pretty and red.
(Put your hands on your head and make a pointed hat)
This is the feather so bright and gay.
(Use your pointer finger to make a feather)
And now I'm ready to start the day.

WATCHING THINGS GROW

Nature teaches so many beautiful lessons and a young child's curiosity helps him learn from nature. Observation is a wonderful method of learning from nature. Each time you walk through the woods with your child, observe the world around you, point things out to your child, and answer his questions in the best way you can. Walk in the same place during different seasons and notice changes in the trees and other growth. If your child asks a question you cannot answer, find out the answer and tell him - then you have both learned something new.

Children get a lot of happiness from planting seeds and watching them grow. Sunflower seeds sprout quickly and grow rapidly. Corn, beans, and pumpkin seeds are also good for children to plant. The child can water and care for his own plants and if a plant dies, he can learn from this experience, too.

When planting, let the child plant his own seeds. If you do not have enough garden space for a child's own garden, a "garden" of plants in paper cups can easily be grown indoors. Either way, the child will learn about water and sunlight and how plants grow.



MY GARDEN

This is the way I plant my garden,

Digging, digging in the ground.
(Pretend you are digging)

The sun shines warm and bright above it,
(Use your arms to make a big circle
for the sun.)

Gently the rain comes falling down.
(Flutter your fingers like falling
rain.)

This is the way the small seeds open.
(Let your closed fists open slowly)

Slowly the shoots begin to grow.
(Push the fingers of both hands upward)

These are my pretty garden flowers
(Hold up all ten fingers to show your
flowers)

Standing, standing in a row.

BOOKS FOR YOUNG CHILDREN

Books are very important for young children, and reading to a child is a wonderful and warm experience even at a very early age. It can give him a good feeling about books and make it easier for him to learn to read. The following pages give hints for reading to children, choosing books for children, and even some ideas for books you and your child can make.

When you read to a child:

**turn the pages from the top right corner-they don't tear as easily.

**close a book when you're not using it-bookmarks are fun to use and books last longer

**read slowly and speak clearly so the child can hear and understand the story

**you can have fun using different voices for different characters-fairy tales are especially good for this

**be sure and show the pictures when you read-even if it means reading sideways

**if you or your child gets bored with the story, stop reading and do something else. Don't feel you have to finish the story-it may be more fun at some other time.

**talk about the story after you finish reading-this helps your child remember the story and the new words and ideas he may have learned

CHOOSING BOOKS FOR YOUR CHILD

Points to remember:

**a child should be able to relate to a book

**the setting should be familiar to him or something new to learn about

**books can help a child be happy with himself

**books can help a child deal with fears and problems

**books should be suitable to a child's age and level of experience

**pictures are important in children's books, color is wonderful, but many illustrations are striking in black and white

**characters and conversation need to be realistic

**books can add something to a child's life

expand his mind

stimulate his imagination

arouse his curiosity

A SPECIAL HINT: most children really enjoy books with

humor	surprise endings
action	repetition
rhythm	conversation

MAKING BOOKS FOR YOUR CHILD

Children enjoy books of all different kinds, but they especially like a book which is their very own. There are several ways to make books for children and many different materials you can use. Of course your child can help to make his own books.

SOME MATERIALS YOU CAN USE:

....pictures cut from a magazine, old greeting cards, or an old Sears catalogue

....pictures from can labels

....pictures you or your child have drawn and colored

....scraps of fabric with bright colors or different textures

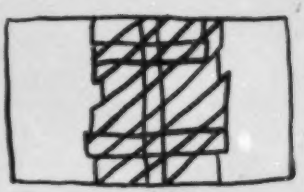
....scraps of colored paper or construction paper

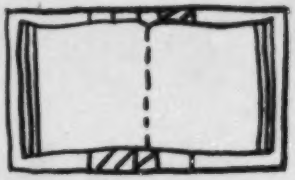
....old photographs

When using words in books for your children, always PRINT instead of writing and use small letters as well as capitals. This can help the child to learn to write correctly in school.

When making books for your children, two of the best methods for putting them together are:

1. Use two pieces of cardboard taped together in the middle as covers for your book. For pages, use large sheets of paper (twice the size of your pages) and fold in half. Then sew a seam through the fold and the tape to attach the pages to the cover.





2. An easier way to put a book together is to punch holes either on the left side or at the top of all pages and cardboard for front and back covers. The pages can be tied together with yarn or string or put together with metal brads Pages can easily be added or removed from this type of book.

Books can be made for very young children as well as for older preschoolers. Some kinds of books are especially good for certain ages.

THE ONE-YEAR-OLD - he cannot read, but he can look at pictures. Make books of heavy cardboard or cloth and make a different picture book for different categories: an animal book, a book of foods, or a book of favorite toys.

THE TWO-YEAR-OLD - he likes stories about himself and nursery rhymes. A wonderful book for twos is a touch book: use different sorts of textures and print the word that describes the way your scrap feels. Good textures to use are rough (sandpaper, dry sponge) smooth (a piece of silky fabric or plastic) hard (a piece of wood, metal, or tile) and soft (a piece of blanket or fur.)

THE THREE-YEAR-OLD - he is learning to dress and take care of himself. Make a "usable" book for him. Sew a small zipper on one page, a large button and buttonhole on another page, a large snap, laces, and a buckle on other pages. Cloth pages work best for this kind of book.

THE FOUR-YEAR-OLD - he is interested in finding out about other people and what they do. He likes words that rhyme and games that use words. A good book for fours is a word comparison book. Use the words big, bigger and biggest or long, longer, and longest with many different objects.

THE FIVE-YEAR-OLD - he enjoys telling stories in detail and can recognize some words in print. A good book for this age child is one that uses pictures and words which begin with the same sound or letter.

COOKING WITH PRESCHOOLERS

Children can be a lot of help - all around the house and especially in the kitchen. Why not let your child help you cook? A child loves to measure and mix and add ingredients. Vegetable soup, fruit salads, meatballs, and "mystery" stew are a few things children can help with. Can you think of more?

Allowing the child to help and giving him specific tasks also helps him learn to become a responsible adult. The next few pages have recipes you can help your child make, some he can eat and some just to play with.

MAKING BREAD WITH YOUR PRESCHOOLER

Making your own bread is fun and it's fun to let your very young children help. Make sure you both wear an apron and make bread on a day when the kitchen needs to be cleaned, so spilled flour won't be a problem. When you add the flour, let your child help measure and add it. You can stir while he adds the flour and the yeast mixture.

When your child kneads the dough, let him experiment with it like play dough. After it rises and rests, let your child shape the loaves and when it's done, sit down together and eat some of your very own bread! ! ! ! !

RECIPE:

SOFTEN: 1 pkg. active dry yeast in
1/4 cup warm water (110°)

COMBINE: 2/3 cup non-fat dry milk
2 TBSP. sugar
2 TSP. salt
1 TBSP. shortening
1 3/4 cup boiling water
let this mixture cool to lukewarm

STIR IN: 2 cups flour and beat well
******* Use a wooden spoon for mixing if you have
******* one....it's easier to stir the dough.

ADD: yeast mixture and mix in.
SLOWLY ADD: 3 - 4 more cups of flour to make
a fairly stiff dough
TURN ONTO: a floured board and knead until smooth
(10-12 minutes) KEEP FLOUR ON HANDS AND BOARD

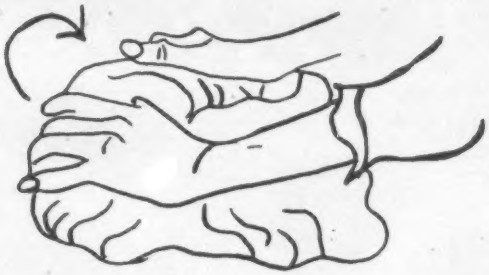
NOW cut the dough in half and let your child knead for a while.
Make all dough into 2 equal balls and put each in a greased bowl (turning to coat all dough). Cover with dish towels and put in a warm place to rise until doubled in size. This takes about 1 1/2 to 2 hours. After it doubles, punch it down, make it back into a ball and let it rest (covered) for 10 minutes. NOW shape the dough into loaves (small loaves are child-sized) and cover. Let rise again until double (about 1 1/2 hours)

Bake in a hot oven (400°) for 40-50 minutes - it should make a hollow sound when you tap it if it's done. Take the loaves out of the oven and out of the pans right away. COOL, CUT, AND EAT.

HOW TO KNEAD BREAD

WHEN YOU KNEAD:

CURVE YOUR FINGERS OVER THE DOUGH



AND PUSH DOWN WITH THE HEEL OF YOUR HAND

TURN THE DOUGH 1/4 TURN AND PUSH AGAIN

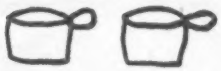
KEEP PUSHING AND TURNING UNTIL THE DOUGH QUITS STICKING.

IMAGINATION COOKIES

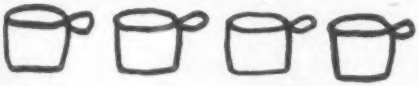
PUT 4 EGGS

IN A BIG BOWL

BEAT IN 2 CUPS OF SUGAR



ADD 4 CUPS OF FLOUR (A LITTLE AT A TIME)



CHILL DOUGH UNTIL STIFF

SHAPE DOUGH ANY WAY YOU LIKE

USE YOUR IMAGINATION ! !

BAKE SHAPES ABOUT 15 MINUTES AT 300°

ONE TO 1 TO ONE APPLE CRISP

WASH AND PEEL ONE VERY LARGE APPLE

(SLICE INTO THE BOTTOM OF A BAKING DISH)

MIX IN ANOTHER BOWL:

1 CUP OF FLOUR

1 CUP OF SUGAR

1 EGG

SPRINKLE MIXTURE ON TOP OF THE APPLE

TOP WITH A FEW THIN SLICES OF BUTTER

AND A PINCH OF CINNAMON

BAKE AT 350° FOR 15 - 20 MINUTES

FINGERPAINT

COOKED FINGERPAINT

MIX: 1/2 CUP POWDERED STARCH
1/2 CUP COLD WATER TO MAKE A PASTE

ADD: 1 3/8 CUP BOILING WATER, STIRRING ALL THE TIME

COOK OVER A LOW HEAT UNTIL PASTE IS GLOSSY
(ABOUT 3 MINUTES)
REMOVE FROM HEAT AND WHILE IT'S WARM ADD:

1/2 CUP SOAP FLAKES AND BEAT IN

THEN ADD: 1 TBSP. GLYCERINE (FROM THE DRUG STORE)
and COLORING IF YOU WANT

STORE: IN A TIGHTLY COVERED JAR
IN A COOL PLACE

CORNSTARCH FINGERPAINT

MIX: 2 PARTS CORNSTARCH
1 PART WATER

COOK: UNTIL IT THICKENS LIKE CORNSTARCH PUDDING
ADD: COLORING

STORE: IN A TIGHTLY COVERED JAR
IN A COOL PLACE

****
CHOCOLATE PUDDING MAKES GREAT FINGERPAINT

AND IT TASTES GOOD TO LICK YOUR FINGERS !
****

TO FINGERPAINT: CUT PIECES OF SHELF PAPER OR BUTCHER PAPER AND WET SLIGHTLY WITH A DAMP SPONGE. APPLY PAINT AND USE FINGERS TO MAKE DESIGNS. THE DAMP SPONGE COMES IN HANDY FOR WIPING UP, TOO.

PLAY DOUGH

COOKED DOUGH

MIX: 1 CUP FLOUR WITH
1/2 CUP CORNSTARCH AND BLEND WITH
1/2 CUP COLD WATER

ADD: 1 CUP SALT DISSOLVED IN
3 3/4 CUP BOILING WATER

COOK: OVER LOW FLAME UNTIL CLEAR AND
LET COOL OVERNIGHT

KNEAD IN: 6-8 CUPS OF FLOUR
ADD FOOD COLORING WITH FIRST FEW CUPS
STOP ADDING FLOUR WHEN DOUGH IS SOFT
BUT NOT STICKY. YOU MAY NEED TO ADD
MORE FLOUR OR WATER TO KEEP DOUGH USABLE.

STORE: IN AN AIRTIGHT CONTAINER

UNCOOKED DOUGH

MIX: 4 CUPS FLOUR
1 CUP SALT
ADD POWDERED PAINT FOR COLORING

THEN ADD: WATER UNTIL THE DOUGH IS SOFT
BUT NOT STICKY

STORE: IN AN AIRTIGHT CONTAINER

****

HINT: 1 TBSP. OF WESSON OIL HELPS KEEP IT
FROM HARDENING

****

SELECTING "GOOD" TOYS FOR YOUR CHILD

You may often have wondered whether your child will like a particular toy or if it is a good toy to buy for him. Below are some things you should consider when buying toys:

1. is it SAFE ?
   Watch for too many small pieces which could be swallowed, sharp edges, and moving parts that could pinch small hands. Since children put almost everything in their mouths at one time or another, painted surfaces should be "non-toxic."

2. is it STURDY and LONG-LASTING ?
   A toy should hold up under a great deal of stress and strain and last as long as the child has any need or use for it.

3. is it VERSATILE ? does it STIMULATE CREATIVITY ?
   A child should be able to use a toy in many different ways - finding out new things to do with a toy develops the child's creativity.

4. is it CHILD-OPERATED ?
   Mechanical toys are fun once in a while, but the child's attention will be held much better by a toy that needs his abilities and imagination to work.

5. is is SIMPLE and FREE OF DETAIL ?
   The less detail a toy has, the more imagination a child can use when playing with it.

6. is it SUITABLE to the child's AGE and STAGE OF DEVELOPMENT ?
   A toy should be a challenge for a child but it should not be so difficult that the child can become frustrated with it.

7. is it FUN ?
   If a toy is not fun to play with, a child will become bored and spend very little time with the toy.

Is your child getting A FAIR Chance IN LIFE ?

YOUR LIBRARY WANTS TO HELP YOU
IN TEACHING YOUR PRE-SCHOOL CHILD

If your pre-school child is left out of all kindergarten and Head Start programs, tell your nearest public library. There is help available through the EARLY CHILDHOOD CREATIVE LIBRARY PROJECT, which has a program for helping you to know ways of giving your child a fair chance in life through educational toys that you may learn to use in your own home. If you take care of children in your home or in a center of some kind, this equipment is offered to you too.

Are you discouraged by the prices of toys these days? You may have their use FREE OF CHARGE through your public library.

Just call one of the public libraries listed on the back of this folder and let the librarian make arrangements for you.

KEEP A SUPPLY OF PICTURE BOOKS ON HAND

TRY ONE OF THESE PLANS

1. Set up a time for a trained worker to come to your home and work with you and your child, then leave toys for you to use until her next visit.

2. Let the library van pick up your child and bring him to the nearest to the nearest public library for a Story Hour and learning session with the toys.

3. Make arrangements for your baby sitter to set a day for a worker to come to her home and demonstrate ways of learning with the toys.

4. Meet the bookmobile to get toys as well as books.

5. Ask the librarian for details of the next learning workshop.

LIBRARIES		TELEPHONE
Alleghany County Public Library		919/372-5573
Pilot Mountain Public Library		919/368-2370
Elkin Public Library		919/835-5586
Jonesville-Arlington Public Library		919/835-7604
King Public Library		919/983-3868
Mount Airy Public Library		919/786-7333
Stokes County Public Library	(Danbury)	919/593-8720
Surry County Public Library	(Dobson)	919/386-8208
Walnut Cove Public Library		919/591-7496
Yadkin County Public Library		919/679-8792

* * * *

EARLY CHILDHOOD CREATIVE TOY PROJECT

FUNDED BY THE U. S. OFFICE OF EDUCATION
HIGHER EDUCATION ACT TITLE II-B
FOR LIBRARY RESEARCH AND DEMONSTRATION